



Equality, Inclusion and Diversity Policy

This policy was agreed by the Management Committee: Spring 2026

This policy will be reviewed: Spring 2027

Reviewers

No policy changes. Minor amendments and profile data updated.

Introduction

At the PRU we work hard to eliminate direct and indirect discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at the PRU we aim to provide an environment underpinned by our values, where everyone experiences opportunities for learning and to achieve their potential. We believe equality and community cohesion is a core part of school life, which we embed in our day to day routines to promote our vision and values and across the whole curriculum.

We recognise that within the PRU we have a variety of faith backgrounds and cultural diversity and, in addition, there are different socio/economic groups. We want our children to value and appreciate the rich and culturally diverse society in which they will live, develop a strong sense of common values, integrate actively with learners from other groups and be respectful of others' differences, thus contributing to the promotion of equalities and elimination of prejudice and discrimination.

Our commitment to equality, diversity and inclusion is reflected in our policies and procedures, especially those related (but not limited to):

- accessibility
- behaviour
- anti-bullying
- safer recruitment
- Relationships and Sex Education
- Special Educational Needs

The PRU ethos and values

The PRU values the individuality of all our pupils. We are committed to giving each one every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the PRU promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist.

Within the context of the PRU, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and we ensure that there are appropriate learning opportunities as part of our broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent), we engage with our pupils as appropriate to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring that the PRU is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population, whatever that diversity may be.

Through our vision of ***Developing a safe community of lifelong learners***, and through our values of ***Perseverance, Respect and Understanding***, we are committed to the following aims:

- Giving all of our pupils the opportunities to succeed and celebrate their achievements
- To holistically nurture pupils and provide opportunities for them, both inreach and outreach, to learn both academically and behaviourally
- To promote the spiritual, moral, social and cultural development of pupils and prepare them for the opportunities, responsibilities and challenging experiences of life, including returning to an appropriate school setting

Social Inclusion

Social exclusion can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low income, poor housing, high crime environments, bad health, poverty and family breakdown. It is vital for schools to recognise and support pupils who are at risk of social exclusion. At the PRU, we aim to support the social inclusion of all our pupils. We ensure equal participation by all pupils in all aspects of school life and celebrate diversity and difference.

Discrimination

Discrimination can be direct, indirect, intentional, unintentional or institutional. Discrimination is also unlawful. Individuals have a responsibility, in law, not to discriminate.

Direct discrimination is where an individual or group receives less favourable treatment with some unjustifiable reason, because, for example, of sex, race or disability.

Indirect discrimination is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.

Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping, which disadvantage people.

Eliminating discrimination, promoting equality and celebrating diversity

The PRU supports children from a wide range of social, cultural, ethnic and religious backgrounds and as such is committed to promoting respect of the individual, recognising race, gender, socio-economic background, special educational needs and sexual orientation. Equality of opportunity and inclusion underpin all areas of learning, teaching and school life. Diversity is celebrated and our children are taught to recognise and respect the differences within the PRU community as well as similarities.

Teaching and Learning

The curriculum ensures a high quality of education for all pupils as well as support for the development of cultural and personal identities. The PRU ensures equality of access for all pupils to help prepare them for life in a diverse society. Teachers develop a range of approaches in lessons to ensure fair access to the curriculum. Displays, activities and learning materials are developed considering this policy and the individual needs of the pupils. The PRU will provide opportunities for our pupils to appreciate their own culture and celebrate the diversity of other cultures.

In line with our vision and values, we provide a varied and creative curriculum, ensuring that every child has an equal opportunity to learn. Teachers strive to provide practical, first hand learning experiences which will meet the needs of all children, as well as meeting educational requirements. Staff are aware of the need to avoid low expectations and stereotyping of some ethnic groups or low economic backgrounds. The PRU seeks to encourage high standards with learners supported to achieve their full potential. Tracking tools are in place to monitor pupil progress.

We will always:

- encourage each child to do their best and to value their own achievements
- value each other and ourselves
- give positive support and encourage personal growth
- enable all children to access the curriculum with due regard to any learning, physical or emotional needs
- make sure the curriculum is exciting, interactive and well balanced with the purpose of developing the whole child
- prepare children to be responsible and caring adults and to be able to maintain a healthy lifestyle
- respect and value racial, cultural, linguistic and religious diversity to promote equality and challenge racism

We aim to achieve all of the above within a partnership between staff, pupils, parents, members of the Management Committee and people within our community.

Pupils at the PRU will have opportunities to explore aspects of personal and cultural identity relating to themselves and others. This includes recognising and respecting rights and responsibilities, values and concerns which are common to all, such as the environment, food and hunger. Cultural differences are explored and celebrated through our curriculum.

All pupils are made aware of the needs of people with disabilities in the community and empathy encouraged.

Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school (give examples).
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction (evidence – see staff induction pack).
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment and training.
- Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

Current profile of the PRU

The Buckinghamshire Primary PRU is located at three sites across Buckinghamshire: Aylesbury, Amersham and High Wycombe. However, due to the outreach support offered, the PRU could work with any mainstream primary school within the county. This means that the PRU staff support a wide variety of pupils from a range of ethnicities (many Buckinghamshire towns have a relatively high proportion of Asian families) and backgrounds (the north of Buckinghamshire has a relatively high proportion of Gypsy, Roma, Traveller families).

The current profile of the pupils on roll at the PRU (inreach) at present (January 2026):

Gender	2025/26
Male	41
Female	12

Ethnicity	2025/26
Any other White background	4
Any other Asian background	1
Any other ethnic group	1
Any other mixed background	2
White - British	36
White - Irish	1
White and Black Caribbean	5
Black Caribbean	1
Any other Black background	1
Gypsy/Roma	1

Alongside the pupils, the current profile of the staff and Management Committee members is predominantly white British females who identify as heterosexual. However, there are male members of staff and men on the Management Committee, staff members who identify as gay, and staff and Management Committee members who identify as being black or Asian. One member of staff refused to disclose their ethnicity. Two current members of staff consider themselves to have a disability. The majority of staff are aged between 31 and 60 years old.

Staff and Management Committee Members	Spring 2026
Female	38 (83%)
Male	8 (17%)
Heterosexual	44 (96%)
Gay	2 (4%)
White	38 (83%)
Black or Asian	7 (15%)
Refused	1 (2%)

Staff	Spring 2026
Disability	2 (5.5%)
Not considered disabled	34 (94%)
Aged between 31 - 60 yrs	31 (86%)
Aged <30 yrs or >61yrs	5 (14%)

The PRU's curriculum pro-actively covers a wide range of topics, ensuring that those from minority groups are positively represented as well as people from a range of ethnicities, backgrounds and religions. For example, some stories used in English lessons will have children from same-sex parents, Muslim families and those from countries from across the world. Similarly, each PRU site has a diverse range of non-fiction

texts discussing topics such as same-sex marriage, people who identify as transgender and racism. Also, during reflection time at both break and lunchtimes, staff talk with pupils about the PRU's values of Perseverance, Respect and Understanding. This means that pupils are hearing how we expect all stakeholders to respect one another's individuality as well as understand what it means to be 'different' regardless of ethnicity, sexuality, gender identification or age.

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

The PRU does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within the PRU community, and we are opposed to all forms of prejudice.

- The PRU has robust procedures for dealing with prejudice-related incidents and all staff are aware of the need to identify and report such incidents to the Senior Leadership Team (SLT). All incidents are recorded and this data is shared with the Management Committee and analysed so that any trends can be identified and action plans put in place. A number of the PRU's policies and procedures support our approach and procedures for reporting and responding to incidents of harassment, discrimination and victimisation, including (but not limited to):
 - Anti-bullying and harassment in the workplace
 - Code of conduct
 - Anti-bullying (pupils)

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Attendance
 - Rewards, sanctions, suspensions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
 - Capability, disciplinary and complaints
- We employ appropriate interventions where necessary in order to address disparities, as outlined in our equalities and accessibility plans.
 - We consult with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
 - We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
 - We make reasonable adjustments to ensure that the PRU environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary.
 - We ensure that pupils' work is differentiated appropriately, and that the curriculum is accessible to all.
 - We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
 - We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and pupils, including those who transition during their time at the PRU.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our pupils, in an age appropriate approach, to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our community for example guest speakers, arts and sports groups and our Management Committee,
- Policies (such as our behaviour and anti-bullying policies) include a requirement to respect other people and their different identities.
- We take steps to consider and strengthen diversity, where possible, in our staff team and throughout the PRU community.
- There are no restrictions on the PRU referral process for the support that it is commissioned to provide. It is available to all maintained schools across Bucks and is equally open to all pupils in the referring school.
- We take opportunities to celebrate diversity throughout the year.

Responsibilities

The Management Committee is responsible for ensuring that:

- The PRU complies with all equalities legislation relevant to the PRU community, and that this policy and its related procedures and action plans are implemented
- That there is a nominated member of the Management Committee for Equalities
- The PRU considers equality in both policy and practice
- All available data is used to consider equalities issues and to ensure adjustments to policies and practices are made, including positive action where necessary

SLT are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the PRU are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of racist incidents, discrimination, harassment, victimisation and bullying against any person because of their age, sexuality, religion, belief/non belief
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to initiatives aimed at furthering the approach in the PRU to equality
- Making reasonable adjustments to ensure disabled pupils and those with SEND do not experience discrimination or exclusion
- Supporting parents to become involved in their children's education
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents)
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the PRU and complying with our Equality, Diversity and Inclusion Policy

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the expectations in the PRU's Equality, Diversity and Inclusion Policy

All pupils are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the PRU and complying with the PRU's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty, the PRU collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- | | |
|---------------------------------|---|
| • Pupil admissions | • Staff recruitment, retention and promotion |
| • Pupil attendance | • Staff disciplinary and capability proceedings |
| • Pupil performance/achievement | • Records of prejudice-related incidents |
| • Pupil sanctions | • Complaints by parents and carers |
| • Pupil rewards | |

The PRU seeks views from staff, other professionals and parents/carers to identify areas that they feel the PRU does well and areas for improvement. The views of pupils are also taken into account through day to day routines, the PRU council and conversations with staff.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives, which are taken into account in our equality and accessibility plans.

The PRU identifies any equality training needs within our staff through day to day routines and appraisal plans. These needs will be addressed as appropriate.

Our equality objectives may also take into account national and local priorities and issues as appropriate. The PRU's School Improvement Plan will reflect the actions to be taken, which is shared with the Management Committee.

Our current Equality Objectives are included within the Accessibility, Equalities, Diversity and Cohesion Plan which can be found on the PRU's shared drive and website.

Equality Impact Assessments

The PRU considers how its policies and practices impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

Where appropriate the PRU will consider if changes to procedures or plans need to be assessed for equality impact. A template for conducting equality impact assessments is attached as Appendix 2.

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other PRU policies are dealt with including informal discussions, coaching, training, peer support and disciplinary measures.

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.

Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: <ul style="list-style-type: none">• making a claim or complaint of discrimination• helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	